

Lesson Plan		English	Whole Class	
Class: 1/2D		Topic: Reading & comprehension	Week: 3	Date: 12 May 2009
Anticipated Outcomes: RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.				
What do I want the students to do? Read an advertisement with critical thinking. Visual literacy.				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
1. Introduce Text • Display the ad on the board and let children look at it before asking questions. <u>Questions</u> - Where do you think I might find this? - What do you think it is advertising? - Would you want to buy this cereal? (hands up - see if there is a greater weight in boys than girls) - What is the purpose of the ad? (to persuade). - Advertising has an audience. An audience is the group of people that the reader or the writer of the text wants to read their ad the most. Who might be the audience? Why? (boys) - Could there be any other audiences? (eg. who might be interested in the fact that it has more vitamins and energy? - mum) - What is the name of the product? Is there anything unusual about that name? (it sounds exciting- it uses words which make sounds when I say them - onomatopoeia - what other words make sounds when you say them?) - "Nothing else will do for superheroes like you" - tell me some things about that phrase (rhymes, tells me I'm a superhero- I like that, this cereal is the best, memorable..... SLOGAN - What do the other words on the page say? (eg. chocolate, delicious, nuts, goodness, 'get you through the day') - it's very persuasive. Descriptive language. How else could this have been written in a boring way? - Who would have written those words?(The person who made the ad. What does this person want you to believe? That you are a superhero and superheroes eat Captain Crunch pops) - Do you think they are true? Which parts have to be true? - Images: How does this ad look appealing to you? Colours, shapes that jump out...What kind of boy is in the picture? (he's smiling, he's eating the product) - Think pair share. Imagine you are trying to sell a new soft drink. Talk to the person next to you and think of a name for it and a slogan	RS1.5 • interprets story illustrations and simple diagrams • makes connections between own knowledge and experience and information in texts • identifies and discusses information found in print media advertising • reads a variety of literary and factual texts • assesses role of visual images accompanying written text, eg in providing additional information or introducing new information RS1.7 • begins to recognise how texts are created for different audiences • talks about own interpretation of information provided in images, print media, advertising	Created ad "Captain Crunch Pops"		1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught. 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.

Captain Crunch POPS

**More energy!
More vitamins!**



Captain Crunch POPS



**Nothing else will
do for superheroes
like you!!**

*Delicious chocolate flavour,
with nuts & goodness to get you
through the day*

Lesson Plan	English	Whole Class		
Class: 1/2D	Topic: Reading & comprehension	Week: 4	Date: 20 May 2009	
Anticipated Outcomes: RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.				
What do I want the students to do? Read an advertisement with critical thinking. Visual literacy.				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
1. Introduce Text - Browne's 'Into the Forest' - 10min • Display the picture on the board and ask children some questions about it. <u>Questions</u> 1. What is unusual about this image? (the boy is in colour and the rest of the image is in black and white. Why might this be? It could be something to do with the story) 2. How has this picture been made? 3. Why has it been drawn? 4. Who is he? (we don't know) 5. Where is he ? (a forest, what kind of forest, look at sharp bits on trees, shadowing) 6. How old do you think he is? (we can only see his back- could he be a dad? His clothes tell us he's dressed like a boy. He has lots of hair like a young boy) 7. What is he doing? (what can help us to find out: his basket, there is a sign. He could be going on an adventure) 8. What could be in his basket? Where might he be going? 9. How do you feel when you look at this picture. 10. What does the shadow tell us? (what time of day it is - when we have long shadows. Do you think it's morning or evening? Would you set off on a walk into a forest at night?)	RS1.5 • interprets story illustrations and simple diagrams • makes connections between own knowledge and experience and information in texts • identifies and discusses information found in print media advertising • reads a variety of literary and factual texts • assesses role of visual images accompanying written text, eg in providing additional information or introducing new information RS1.7 • begins to recognise how texts are created for different audiences • talks about own interpretation of information provided in images, print media, advertising	Created ad "Captain Crunch Pops"		1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught. 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.
2. In pairs - the silhouette - 25 mins writing 3. 10 min debrief	called nouns			

Name _____ Date _____

Look carefully at the picture and then answer the following questions:

1. Who is in the picture?

2. Why can't we see the people properly?

3. How old do you think they are?

4. How did you work out their age?

5. What are the people in the picture doing?

6. Where was this picture taken?

7. How do you know?

8. What time of day is it?



